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ABSTRACT

A study examined the structure and organization of teaching practice in primary Teachers Training Colleges (TTCs) in the People's Republic of the Congo. Data were collected from Ministry of National Education documents, interviews with primary school inspectors and principals, and questionnaires filled out by teacher educators, student teachers, and ex-students. (Questionnaire and interview results are reported in an item-by-item analysis in separate discussions.) Primary teachers' training education was found to be unsatisfactory for multiple reasons. The syllabi used were too broad and not relevant to the society, learners, or to the work awaiting teachers upon graduation. The short period of time devoted to training resulted in superficial treatment of content. The colleges lacked qualified and experienced teachers who were well versed in primary school methodologies. TTCs also lacked adequate library facilities and instructional materials. Recommendations for improvement include: (1) the content of TTCs be adapted to the aspirations and realities of the country; (2) a balance be reached between academic work and methodology; (3) the number of subjects taken by students be reduced by eliminating irrelevant subjects; (4) the duration of the program be extended to two years; (5) TTC teachers' knowledge, especially in the area of methodology, be updated; and (6) library facilities be provided. Questionnaires used in the study are appended. (JMK)

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MAWAKA ANCICET:

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AN EXAMINATION OF THE STRUCTURE AND ORGANISATION OF TEACHING PRACTICE IN PRIMARY TEACHERS TRAINING COLLEGES IN THE PEOPLE'S REPUBLIC OF THE CONGO.

1982

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UNIVERSITY OF NAIROBI
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CHAPTER ONE

Background to the Study

Introduction:

Since the Revolution of 1963, the People's Republic of the Congo has concentrated on the political, social and economic development of the country and on instilling into the citizens national consciousness so that each person could contribute, according to his capabilities, to the real economical development of the country. With this conviction, the country became conscious of the important contribution that education can make to the achievement of national development and individual self-sufficiency. It was with this in the background that the following national objectives for education were outlined in 1970 by the "Colloque National Sur L' Enseignement". These objectives are:

1. To prepare the child to enter the world of work,

2. To develop the individual child's potential abilities through a variety of creative learning experiences.

3. To promote national and international unity on the basis of the struggle against imperialism;

4. To develop a consciousness and appreciation of the proletarian internationalism.

5. To relate theory to practice.

6. To destroy the myth of pure intellectualism.

7. To foster an appreciation and respect for our rich and varied culture.

In pursuance of these educational objectives, the emphasis by the "Ministere de 'Education' Nationale" (Ministry of Education) has been to give primary and secondary education opportunities to all those anxious to take advantage of the facilities and opportunitues, and to provide a type of education that would be both qualitative and relevant to the needs of the Congolese people. Based on this conviction, Primary Education has expanded and grown between 1970 and 1978 according to the table shown below:

Table 1: Primary School Enrolments 1970-78

Years	1970	1974	1975	1976	1977	1978
Enrolments	241,101	307,194	319,101	330,356	345,736	358,761

Source: UNESCO Statistical Yearbook 1980. p.234.

Historiore de'Enseignement Prinaire et Secondaire en Republique Popularie de Congo - 1979.

These figures show a growth rate of over 50 per cent in about ten years.

This expansion of primary school enrolments has been ligically associated with increases in the number of teachers. Between 1970 and 1978, the number of teachers have grown from 3,898 in 1970 to 6,832 in 1978 according to the Unesco Statistical Yearbook 1980, page 234. This number of teachers represents an increase of over 100 per cent in about ten years. As a consequence of this increase in the number of teachers, the teacher/pupil ratio decreased from 1 - 62 in 1970 to 1 - 53 in 1978 (UNESCO Statistical Yearbook 1980). Granted that the teachers were equally qualified and possessed the same degree of enthusiasm and motivation, the teachers in 1978 who taught smaller classes than their colleagues in 1970 would be expected to be more effective and to produce better results. To ascertain whether this is the case, a study of the past results of the "Certificat d' Etudes Primaires Elementaries (CEPE)" (Certificate of Primary Education) is made.

Table 2: Results of the Primary Education Certificate Examination from 1969 - 1979.

Years	Number of Candidates	Number of Candidates Passed.	Percentage Passed.
1969	19511	9764	50.0
1970	24568	12700	51.7
1971	25108	15322	61.0

Years	Number of Candidates	Number of Candidates Passed.	Percentage Passed.
1972	23866	12377	51.9
1973	26042	17746	68.1
1974	23375	13716	58.7
1975	29030	16747	57.7
1976	28942	19536	67.5
1977	33830	22327	66.0
1978	34642	21053	60.8
1979	40195	26116	65.0

Source: Statistiques Scolaires 1979/80. Ministeire de d' Education Nationale.

An analysis of these results shows a relatively small improvement of the pupil's performance, at this examination, which is only apparent because of the increase in the numbers of candidates presented.

Several factors may be responsible for the decreasing performances of primary school pupils in the CEPE. It may

be due to either the type of curriculum, the attitude of the pupils, the schools' infrastructures, instructional materials available, the quality of teachers, or a combination of several of these factors.

Within the scope of this kind of study, it was not possible to evaluate or assess the contribution of each of these factors in influencing the performances of primary school pupils. Consequently, attention in this study was focussed on the quality of Primary School Teachers in the achievement of quality education.

Many educators now agree on the identification of aims and objectives of any programme as being prerequisite to curriculum planning and instruction. Some advocate that it is necessary to have some goals that are aimed at in order for continued improvement to be made.

The Teachers Training at the Primary level in the Congo is based on models and objectives of the educational system of the country. For an educational system to foster a sense of nationhood and serve as an agent of change for development of the required society, it is necessary for teachers at all level not only to subscribe to the educaional objectives, but also to possess the skills to make them a reality. The teacher should be trained and should possess the attitudes and skills that will enable him to develop in children a sense of national beliefs, an esteem for manual labour, and an acceptance of necessary change. The training aspirations should match with the societal expectations so that the educational system serves changes in and development of society.

If effective learning outcomes are to be achieved, teachers and learners should have a balanced teaching and feedback system where teachers are competent in their subjects and the learners fully involved in the learning process. The type of training that primary teachers receive will very strongly influence their competence and the effectiveness in the teacher/pupil feedback system in which the teacher naturally plays the leadership role.

Teachers training in the Congo constitutes an important component in the educational system of the country. As far as Primary Education is concerned, there are three "Ecoles Normales des Instituteuns (ENI)" (Primary Teachers Colleges) in the country. These are Owando, Brazzaville and Laubomo. These colleges are located to serve the needs of the three main areas of the country, namely the northern, the central and the southern regions.

All these colleges together have a student enrolment capacity of 1500 in a year and an annual output of 1200. Admission requirements into these colleges is either the "Brevet d'ETudes Mayennes Generales" (BEMG) or the "Baccalouriat" (BAC) to the General Certificate of Education ordinary level and the Baccalauseat is equivalent to the Advanced level. The Teachers Training Colleges of Laubomo and Owando receive candidates with a BEMG whereas that of Brazzaville receives candidates with a Bac. Although these two categories of students sit for the same professional examination - le Certificat de fin d' Etudes des Ecoles Normales (C.F.E.F.N) - at the end of their course, students entering the college with a BEMG (i.e. those from Laubomo and Owando) do a 3-year course whereas their colleagues

with a Bac (i.e. from B/ville Ecole Normale) do a one-year course. In addition to these two groups of students, opportunitues for entering the Primary Teachers College of Brazzaville are offered to candidates who failed the Bac to undertake a one-year training course leading to the same professional certificate.

While in the college the training programme for the students doing the 3-year course is structured as follows:

I. In first year the following courses are offered

(a) foundation studies
phychology
pedagogy & teaching methodologies
sociology
history of Education
Agriculture
"Technique d'Animation en MNP"
literacy
"Secourisme"

(b) Academic subjects

French
mathematics
maxist philosophy

II. The first year of the college is devoted to theoretical studies, with some hours of observation teaching.

The second year is structured like the first year, but with the introduction of teaching practice organised as follows:

1st term - two hours observation teaching weekly
2nd term - two hours teaching practice per week
3rd term - four hours teaching practice per week

III. In 3rd year - The students take the same foundation studies and academic subjects as in the first and second year, with a relatively reduced time allocation. They are given five hours teaching practice per week throughout the academic year.

Students doing the one year course on entering the college take the same programme as the third year of the 3-year course which consists of the study of foundation and academic subjects, and five hours teaching practice throughout the second and third terms of the whole academic year; the first term being devoted to observation teaching.

From this arrangement of courses, the amount of time devoted to teaching practice for those who are doing the 3-year course is 180 hours equivalent to 30 student-days. The time allocated to teaching practice for those doing the one-year course is only 75 hours (i.e. 5 hours/week x 15 weeks) or 13 student-days.

The amount of time throughout the 3-year course given to professional and academic subjects is 2640 hours or 440 student-days and the amount of time allocated to academic and professional subjects for the one-year is 777 hours equivalent to 119 student-days. From the foregoing presentation, it can be concluded that the Primary School Teachers training is too heavily theoretical, neglecting its practical side.

A person can be taught the best theories on driving, he may know these theories perfectly but the fact that he has never been in a car driving or experiencing the memorized theories does not make him a good driver. Many other professions such as engineering, medicine ... require practical training enabling one to acquire the skills proper to these professions to be called an engineer, a doctor, a driver, an advocate ... Teaching as a profession subscribes to the same rules. A teacher must be a practical man with skills and capabilities to transmit his knowledge to the learners and to interact effectively and efficiently with his pupils. Even though some people believe that teachers are born, their teaching capabilities can be effectively developed only through a practical training. A born teacher won't be able to show his best talent without a good training and a person can acquire teaching skills and methodology through training and perform well by obtaining satisfactory results.

Teacher Education in the Congo at the primary level has lacked emphasis on the development of professional skills of the trainee teachers. It is necessary to improve the future teachers' academic standards, but it is also equally necessary, and even more important to stimulate practically the detailed and creative study of subjects related to content and methods in primary schools syllabuses. Teaching practice is one of the strengths of the teachers' college curriculum but the minimum of four weeks distributed over the three years and two weeks distributed over the one-year course - is too short a period for most of the students.

Purpose of the Study

Educational change, whether caused by curriculum development, political policies ... almost always places teachers in some new roles. Rapid changes currently taking place in our society are placing considerable strains on teachers and drawing attention to the need for an effective and efficient teacher training leading the teaching staff to the awareness of roles that are required of them so that they fulfil these roles adequately.

This study was conducted in order to look at the following:

(1) To examine the deficiencies in the existing content of teachers education for primary school teachers and to recommend measures to be taken to improve the system.

(2) To determine and analyse the relevance, efficiency and effectiveness of the training in relation to the general goals of education at the primary level.

(3) Given that our country is basically agricultural and that some pupils may leave school after the primary level, to recommend the main focus of the training the "Ecoles Normales des Instituteurs" tutors should receive in order that they can provide trainee teachers with the appropriate practical skills in agriculture, crafts, handiworks to enable them to teach these skills to primary school pupils to prepare them for the world of work.

(4) To investigate the present organisation of teaching practice - amount of time devoted to it throughout the year(s) of training, and the way the available time for teaching practice is

allocated or used and to make recommendations on how the teaching practice can be better organized to make it more effective.

Significance of the study

Education as a whole is an agent of change in the development of a country. New demands brought about by the social and economic situations of neo-colonial countries require foundamental and systematic changes in the scope and content of their educational systems. To be attainable, all this needs competent and loyal teachers to interpret currucula so that they be adaptable and related to specific aspirations of, and skills required by a society.

One of the main concerns of education would then be to adapt the school structures to the labour market to be able to produce employable people at any level of the education system.

The training imparted to students in "Ecoles Normales des Instituteurs" is not uniform since it varies from twenty two (22) weeks for the one-year course to three years, and is intended for candidates having a different intellectual level on entry. The programmes are a pure carbon-copy of those of the secondary schools and their contents which are basically theoretical and academic do not take into account the professional training - teaching practice and methodologies - which should be the main focus of the ENI training.

This study can therefore help the "Direction des Ecoles de Metiers" and INRAP to plan more positively on primary school teachers training than before, laying more and increased emphasis on practical teaching rather than academic or theoretical

ones for better outcomes of the primary schools.

The one-year course programme, the relatively short period of time devoted to teaching practice - two weeks throughout the year - are two short a period to claim training soundly professionals knowledgeable in their fields. The lack of relation between teachers training colleges syllabi and those of primary schools contributes to demonstrate the irrelevance of the training received by student-teachers.

Limitations of the study

At the time the study was conducted, all the primary Teachers Training colleges in the Congo were on teaching practice before the general revisions periods for the final examinations. This made it difficult for the researcher to administer questionnaires to ENI tutors and students. The students questionnaires sent to Loubomo were not answered because of the above mentioned reasons and because the principal of the college who was originally entrusted with distributing the questionnaires was in Brazzavile when the questionnaires reached Loubomo. So, the analysis of students opinion was partial since it was done only from answered questionnaires from Brazzaville.

It was also difficult to get official documents from the documentation centres in Brazzaville and exagerated patience was required.

Very few literature on teacher training is available in the people's Republic of the Congo. The researcher was confined to what he could find though he knew it was not enough to base sound conclusions.

Definition of terms

ENI - Ecole Normale des Instituteurs. Teachers Training College offering courses for the preparation of primary school teachers; lasting either 3 years for students entering with a BEMG, on one year for those entering the College with a Baccalaureat. A certificate is awarded at the end of the course.

B.E.M.G. - Brevet d'Etudes Moyennes Generales. Congolese diploma equivalent to General Certificate of Education, Ordinary level.

Baccalaureat (BAC) - Congolese diploma (adapted from France) equivalent to the General Certificate of Education, Advanced level.

C.F.E.E.N - Certificate de Fin d'Etutes des Ecoles Normales - professional certificate awarded to students who pass the final examinations in Teachers Training Colleges.

Ministere de l'Education Nationale - Ministry of National Education.

Tutor: A teacher in a teacher training college.

T.T.C. Teachers Training College.

Definition of terms
Cont.

Direction des Ecole de Metiers (DEM) - Direction of professional schools.

INRAP - Institut National de Recherche et d'Action Pedagogiques.

National Curriculum Centre in charge of developing, piloting .... educational programmes in the Congo. It mainly develops syllabi for primary schools and secondary schools.

Literature Review

Research on teacher training in the Congo has not been undertaken. Consequently there is hardly any Congolese based literature on it. Literature on the organization of teaching practice in primary teachers colleges is not also available. Teachers training in the Congo is based on the traditional approach which consists of a balace between structured and unstructured methodology. The curricula used for every subject are those coming from France with no positive will of adaptation to the Congolese milieu.

The Ministry of National Education (1982) reports that teacher training education needed some upgrading so that there should be a proper balance between methodology and the academic or theoretical areas of the training for good learning outcomes.

Side by side with a variety of activities that are covered by the concept "Learning", there is a variety of activities, verbal and/or behavioural engaged by the teacher so as to assist his class to aquire new knowledge, skills and attitudes. Thouless (1969) says that we do not yet know enough about what activities on the part of the teacher are most effective in producing these results or about what kind of individual the teacher should be to produce the results required from him. He also points out that different teachers use different teaching techniques and they produce results of varying efficiency; and that obviously there are qualities of personality in the teacher and ways of behaving in front of the class that are educationally more efficient than others.

Mitzel (1960) points out that although we have seen more than half a century of research in the field of teacher training, no standards yet exist which are generally agreed to be the criteria for teaching success. He goes on to declare that the task of identifying effective teachers is crucial to teachers education, certification, selection and promotion. But Cope (1970) argues that it would be better "to focus more attention of the objectives and processes of training". Poppleton (1968) has pointed out that we cannot train teachers if we cannot specify the objectives of training. The training imparted to students must serve specific purposes of the society during a specific period of time. It would appear useless and a waste of resources to educate people who could not be used inthe society.

Most of the time, the T.T.C. supervisors of teaching practice are mainly conerned with academic qualities of their students whereas the real teaching experience requires the students to be knowledgeable in the teaching methodologies and feel at ease, show personality and confidence in front of his pupils.

The education of teachers ought to be logically determined by the nature of the job which awaits them in the community. The rigorous development of the concepts and practice of teaching are therefore a prerequisite for the creation of efficient teachers to ensure the success in learners acquisition of cognitive, effective and psychanator skills. Micro-teaching is largely a technique of the teacher training which involves "focussing the training process". The trainee teacher is put in a practice situation in which he practises specific teaching skills, receives colleagues' and instructors' feedback on his practice and, possibly,

practices the skills again. The student teachers sees himself teaching during the play-back. It has been used in many African countries for training teachers and has been perceived as "an enjoyable and worthwhile experience".

Discussion methods in classes can work, but materials have not been developed to train teachers in the use of discussion in the classroom. Available classroom observation finding say that "Talking and Chalking" still prevails, but teachers have to be taught how to minimize talk in classrooms and maximize pupil participation. Mastery learning is a theory which asserts that "under appropriate instructional conditions virtually all students can learn well most of what they are taught in school". The theory has been elaborated upon in the works of Bloom (1977) and Block (1976)

Ezewa (1980) as quoted by Obanya (1981) has a good summary of what the theory of mastery learning emphasizes viz:

> (a) that instruction should be preceded by well formulated behavioural objectives, specific and direct so as to facilitate achievement;
>
> (b) that instructional materials should be sequenced into small steps and each step mastered before moving to the next one.

(c) that the learners be provided with knowledge of results concerning their performance at the end of every step.

The mastery learning method can help to achieve learning tasks with greater facility if it is well organised. It ensures that the learner has understood the former step(s) before proceeding to advanced on more difficult ones.

Bhola (1980) suggested specific training approaches for a diverse training programme. For him, training should be participatively designed and participatively conducted. Instructors and trainees should be able to exchange roles and must collaborate in planning instruction at the training sessions.

Omijeh (1976) said that the first requirement for trained professionals was a sound academic formation The idea was that the beginner equipped with relevant knowledge and a level of mental discipline could easily learn on the job a lot of professional expertise demanded of him for the job, rather than spending years, which would have been used in teaching the essential contents. It is true that a person with good academic reference can easily understand something, but a systematic professional training is still important to prepare effective teachers, self-confident in their teaching activities.

CHAPTER TWO

Design of the study

At the time this study was conducted, all the teachers training colleges in the Congo were on teaching practice for two weeks, before setting students free for revisions. The situational teaching practice started by the 16th April, 1982 and ended on the 19th May, 1982. It was therefore not easy to use students and tutors since they left college premises and went to primary schools for the teaching practice. All the students could not go for teaching practice at the same time because of the lack of supervisors. So, for the teachers college of Brazzaville for example, a student could not teach throughout a month as it was officially stated. Trainee teachers were divided into two groups and a group was allowed only two weeks of teaching practice and thus, it was very difficult to find all the student teachers and the tutors to distribute questionnaires. It was therefore not possible to use students and tutors during that period, and the researcher had to wait until the beginning of the final examinations to distribute this questionnaires in Brazzaville.

Those questionnaires mailed to Loubomo on the 21st April 1982 were confronted with the same mentionned problem. It is usually very difficult to evaluate the effectiveness of teachers. If effectiveness is based on opinion, a whole range of evaluation items have to be prepared to cover a wide range of teaching activities (Lomax, 1969).

There is a weakness which may have in the part, been overlooked by most educational researchers. That is, any teaching evaluation based on written tests or examinations cannot effectively evaluate teacher effectiveness or efficiency because examination items may be based on what

the teacher teaches or emphasizes or what the teacher himself teachers and examines (properly or wrongly). Experienced poor teachers can instill frequently exa mined areas of the syllabus into students and produce wonderful results and yet they may in essence be ineffective teachers.

The design of the study was therefore survery research based on people's opinion analysis of the present organization and content of teachers training colleges and on how they thought the training of primary school teachers could be improced in the Congo.

Sampling procedure

The target population for the study consisted of

i - tutors of teacher training colleges
ii - student teachers of ECOLE NORMALE des INSTITUTEUR (ENI)
iii - ENI/ex-students serving as qualified primary school teachers
iv - principals of Ecoles Normales des Instituteus
v - primary school inspectors.

Table 3: Target population

Population type	Teachers Training Colleges			TOTAL
	Brazzaville	Loubomo	Owando	
1. T.T.C. Tutors	44	40	33	117
2. Student Teachers	610	606	274	1490
3. Principals of TTC	1	1	1	3
TOTAL	655	647	308	1610

Source: Direction des [illegible]

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T.T.C. ex-students are usually posted at random to various primary schools of the Congo after their graduation. The posting is done by a central institution, "La Direction du Personnel des Affaires Administratives" which works on behalf of the Ministry of National Education. Hence, teachers in one region or town are products of the three teachers training colleges or even from the voluntary corps of teachers who were recruited before 1968 to meet the Universary Primary Education requirements.

It would have been unrealistic to try and trace all the ex-students from former generations to 1981 and find out the exact number of graduates from T.T.C. They are spread all over the country and time, financial and distance constraints couldn't allow the reseacher to go around the country to record all of them. The number of the T.T.C. ex-students do not appear on the above table because they are outside the institutions and one can hardly find precise figures about them. Some graduate teachers walk out of the teaching career after training, others may not be in active service because of illnesses. These reasons support and give evidence to how impossible it was to find the accurate number of serving teachers graduated from teachers training colleges.

Primary school inspectors graduate from INSSED (Institut Supervieur des Sciences de l'Education), our Institute of Education. They are posted at random to the various inspectorates in our country. There is a Central Inspectorate of Primary School

(Inspection Generale des Ecoles Primaires) located in Brazzaville, and ten regional imspectorates serve the nine regions of our Country and Brazzaville which is considered as the tenth region. Within these regional inspectorates are sectoral or district inspectorates. The researcher counldn't go around the country to record the numbers of inspectors and produce the exact figures. Since Inspectors are, like ex-students, outside the teachers training institutions, their numbers could not appear on the above table. Both the numbers of ex-students and primary school inspectors would only appear in the sample of the target population.

The sampling of the target population was done as follows:

Two "Ecoles Normales des Instituteurs", Brazzaville and Loubomo were used for the selection of the samples of T.T.C. tutors and students out of the existing three teachers training colleges. The T.T.C. of Brazzaville receives students with a General Certificate of Education "A" level and offers a one-year course programme. That of Loubomo receives students with a G.C.E. "O" level having passed the entry examination. It offers a three-year course programme. Both students from Brazzaville and Loubomo (i.e. those taking the one-year course and those take the 3-year course) sit for the same certificate at the end of their training. The ENI of Owando offers a 3-year course programme like that of Loubomo. Because of the constraints of distance and associated expenses and because of the limited time which was given for this study, the researcher couldn't consider the ENI of Owando for the collection of data.

Due to inadequate transport too, the samples of ex-students of ENI and primary school headmasters were selected among the primary schools in Brazzaville. A list of some primary schools in Brazzaville was set. To ensure good random distribution of the sample selected, teachers were selected from among the five primary schools zones: the North, the South, the East, the Centre and the West. An average number of 24 ENI graduates per zone was considered, though some zones such as the South and the North had more schools, thesewere given the a quota of 28 and 26 respectively whereas the East, the Centre and the West were given quotas of 19, 23 and 24 respectively. A total of one hundred and twenty ex-students were selected from the selected primary schools in Brazzaville. Both the selection of primary schools and serving T.T.C. graduates were done at random and no additional criterion was considered.

The sampling of tutors of ENI was done by lucky dip, using 80 per cent ofthe total number of teachers for the ENI of Brazzaville. A list of all the tutors of Brazzaville was obtained from the T.T.C. principal. A copy of it was made and the paper was cut into pieces so that every piece of paper contained the name and surname of a tutor. Those papers were mixed up in a basket before picked at random up to the required 35. In the end, the list of the selected names was set up before the distribution of the questionnaires. 35 tutors (i.e. 80 per cent) out of the 44 were selected. The researcher found it necessary to have a high percentage of samples of ENI tutors in Brazzaville because of the recognized unwillingness of people to fill-in questionnaires they mostly consider as an intruision to their lives. In addition, he was not sure to get questionnaires back from Loubomo.

Loubomo T.T.C. tutors sampling was left to the good-will of the principal of that college, who was entrusted with distributing the questionnaires to his administrators. Twenty tutors representing a 50% sample were to be given questionnaires. The total T.T.C. tutors sample made thirty five from Brazzaville and twenty from Laubomo, bringing the entire sample to 55 tutors. The total number of T.T.C. tutors in the Congo is one hundred and seventeen. So, the sample represented 47 per cent total of the tutors population in the Congo and 62 per cent of the total population from the two teachers training colleges taken into account in this study.

The students sampling was done at random at the ENI of Brazzaville. A minimum of fifty per cent of the students was selected to answer the questionnaires. 350 students representing 57 per cent out of 610 students (from Brazzaville) in all made up the sample. It was assumed by the researcher that students of the first year of training in the three-year course programme were not much aware of the problems facing the colleges organization. The principal of the Loubomo Teachers Training College was instructed to distribute the 250 questionnaires to two hundred and fifty (250 out of 607 students representing 41 per cent) only to students of the second and third year of training.

Two principals, one from Brazzaville and another from Loubomo were sampled for the collection of the data, out of three we have in the Congo. They represented a total of 66 per cent of the principals in the teachers training colleges in the Congo.

The inspectors of the five primary school inspectorates in Brazzaville - Northern, Southern, Central, Eastern and Western inspectorates - were used for the collection of views on the performances of graduate primary school teachers serving in their respective administrative areas. This gave a total of five primary school inspectors and 100 per cent total inspectors population in Brazzaville. The total sample described in these paragraphs is represented in Table 4 below.

TABLE 4: Sample population

Population type	Brazzaville	Loubomo	Total	Perce-age
T.T.C. Tutors	35	20	55	62% 47%
Students	350	250	600	49% 40%
Principals	1	1	2	66% 100%
Ex-students	120	-	120	-
Inspectors	5	-	5	- 100%

It gave a sample of 47 per cent, 40 per cent, 66 per cent respectively for T.T.C. tutors, trainee teachers, and T.T.C. principals from the general target population in the Congo, and samples of 62 per cent, 49 per cent,

100 per cent, and 100 per of T.T.C. tutors, students, principals and inspectors from the sampled teachers training colleges of Brazzaville and Loubomo, and the primary inspectorates in Brazzaville respectively. Percentages of ex-students and inspectors could not appear in the above table because the numbers of ex-students population were not known. The sample of 120 was only a representative number, with the assumption that graduate primary teachers from the three teachers colleges could be represented as teachers posting is usually done at random. It was equally impossible to establish the percentage from the general inspectors populations because the figures were not known by the researcher. So, it was only possible to have the percentage of the inspectors in the sampled area, Brazzaville, where the researcher was based.

Data Collection instruments and Procedures

The collection of data was done through three means:

(a) through official documents from the Ministry of National Education and the archives in the "Direction des Ecoles de Metiers" (Direction of Professional Schools) and the "Institut National de REcherches et d'Action Pedagogiques" (INRAP), the National Curriculum Centre. In addition to documents from the above mentioned sources, books were also borrowed from the UNESCO office in Brazzaville. As official documents coundn't be taken home, notes of important issues concerning the survey were taken with possible references.

(b) through interviews of primary school inspectors in Brazzaville and the principals of ENI of Brazzaville and Loubomo. The interviews for both prinary school inspectors and ENI principals were structured so that information on the main issues relevant to the survey could be more systematically recorded. These main issues were the examination of the deficiencies in the existing content of teachers education at the primary level, the analysis of the relevancy, efficiency and effectiveness of the training imparted to trainee teachers in relation to the general goals of education at the primary level, the present organization of teaching practice or the professional training of primary school teachers and the amount of time devoted to it throughout the years of training, and how that available time for teaching practice is used, as well as the possible suggestions for the improvement of the primary school teachers training in the People's Republic of the Congo.

With these issues in mind, questions were written and put to any "interlocutor" from the sampled target population. It was felt that interviews were more practical than questionnaires for T.T.C. principals and inspectors because they would take away less time on their busy schedules. Answering questionnaires takes much time. Interviews presented an advantage of having answers to questions straighforward, and to ask further information about what might not be clearly stated. In addition, other questions could come to mind while the interlocutor was answering a question and a possibility to put is was afforded.

All information given was taken down for further discussion in an prescribed copy book. The principal of the ENI of Brazzaville was interviewed on 23rd April, which was the starting date for the interviews. From 26th April to 7th May, arrangemnts were made to meet all the primary school inspectors, out of the 5 sampled inspectors, four (80 per cent) were interviewed during that span of time. The fifth one, the inspector of the Western area of Brazzaville could not be met because he went to France for a one-month seminar.

The researcher was not to go to Loubomo because of job constraints. It was only in June that he was fortunate enough to meet the Loubomo T.T.C principal who came for a seminar in Brazzaville to interview him.

The interviews conducted for data collection used in the analysis were therefore 2 principals (100% of the sample). 4 inspectors (80% of the sample).

(c) Through questionnaires.

The questionnaires were designed by the researcher with reference to ACO (African Curriculum Organization) former students project works, and Dioh's unpublished study questionnaires (1980). Three questionnaires of 8 to 15 items - one for ENI Tutors, one for student teachers, another for ex-students - were prepared and sent/ distributed to the samples. By designing questionnaires for the above three target population, the reseacher intended to reach as many respondents as possible in order to get a large variety of opinions on areas of interests for the survey, and come to conclusion, based on the analysis of views of many people. Another advantage of questionnaires for T.T.C. tutors, students and ex-students was that it released the researcher from the boredom of putting the same questions to many people from the same target population, and the fastidious task of taking notes. Their disadvantage was that you could not ask other questions, apart from the one written, to seek for clarification on a given point.

The questionnaire for T.T.C tutors had thirteen items including six free response questions, five four-point scale questions and two suggestion questions. Thirty five (35) questionnaires were distributed in Brazzaville and twenty (20) were mailed to Loubomo. Out of the 35 questionnaires distributed in Brazzaville, 21 (twenty one) were returned, that gave a 60 per cent return. As for the 20 mailed to Loubomo, 14 were sent back, i.e. 70 per cent of the sample. Returned questionnaires for T.T.C tutors from Brazzaville and Loubomo were 35 out of the 55 distributed, which was a 63 per cent of the total sample.

The questionnaire for trainee teachers had sixteen items among which we found five Yes/No questions, seven four - point scale questions, two free response questions, two suggestion questions. Three hundred and fifty (350) questionnaires were administered to trainee teachers in Brazzaville. Two hundred and thirty nine (239) were returned to the researcher, (i.e. 68%). Two hundred and fifty (250) were mailed to Loubomo. Not a questionnaire was mailed back to the researcher because at the time the questionnaires reached Loubomo, the principal of the college and many other tutors were in Brazzaville for a seminar. In addition, trainee teachers had left the college for teaching practice, then for revisions before sitting their final examinations. Since the questionnaires sent to Loubomo could not be filled in by students because they were not available, the researcher was forced to base his investigations and conclusions only on data collected from the students of the ENI of Brazzaville. Questionnaires used for analysis were then 239 out of the initial 600 samples distributed i.e. 40 per cent of the total target population sample.

The questionnaire for ex-students had eight items: four four- point scale questions, three free response questions, one suggestion question. One hundred and twenty questionnaires were distributed to serving teachers in Brazzaville. Eighty three (83) questionnaires were returned to the researcher, what constituted 69 per cent of the total population. These returns were summarized in table 5.

Most people are reluctant to answer questionnaires seeking their opinions on such or such problems. Having this in mind, it was felt appropriate to design relatively short questionnaires, asking only about what might be of necessity to the survey and avoiding as much as possible useless details and long questionnaires which could have turned the respondents to boredom.

To reach this point, the items of the questionnaires had to guide respondents in their answer, proposing views which could be adopted or not.

TABLE 5: Questionnaires distribution and Returns

Population type	Brazzaville		Laubomo		Total		Percentage
	Sent	Returned	Sent	Returned	Sent	Returned	
T.T.C Tutors	35	21	20	14	55	35	63%
Students	350	239	250	0	600	239	40%
T.T.C Principals	2	2	-	-	2	2	100%
Ex-Students	120	83	-	-	120	83	69%
Inspectors	5	4	-	-	5	4	80%

A four/three point scale was developed in the questionnaires where A and B gave a negative/or positive answer and C and D gave a positive/or negative answer, or where A, B, C, and D presented different views which were to be appreciated by the respondent who was allowed to choose only one of them.

Free response questions allowed respondents to give their personal opinion as it was asked; so did suggestion questions which enabled respondents to say what they thought could contribute to the improvement of the professional training in/ENI.

CHAPTER THREE
DATA ANALYSIS

It was felt by the researcher before the study commenced that Primary Teachers training was heavily laid on theoretical studies, thus neglecting the practical side which ought to be the main focus of the training. Hence, trainee teachers might not have been properly trained for teaching in primary schools.

The education of teachers ought to be logically determined by the nature of the job which awaits them in the community. The rigorous development of a concept of teaching is therefore a prerequisite for the creation of teacher education process. If teacher education programmes are to be demonstrably valid, then we must try to establish relationships between the courses of successful professional performance. If these criteria of successful performance in the profession are also considered valid , they will need to be associated with the learning of children (Lomax, 1973 as cited by Butler and Point).

It was also felt by the researcher that most of the tutors in the "Ecoles Normales des Instituteurs" were posted to colleges either directly from the university or from secondary schools. Their background might be secondary oriented and their knowledge of appropriate primary school methodologies might be mainly theoretical, what might make them reluctant to teach demonstration lessons.

The problem therefore hangs on the examination of the deficiencies in the existing content of primary teachers education and determine the effectiveness of the training in relation to the general goals of education at the primary level. To do so, it was necessary to investigate the present organization of teaching practice, the amount of time devoted to it through the year(s) of training content of the E.N.I. Programme. The investigation was done through three questionnaires designed for E.N.I. Tutors, trainee teachers and ex-students already posted to primary schools as qualified teachers, and through structured interviews to teachers training colleges principals, Primary school Inspectors in Brazzaville, and some senior officers in the "Direction des Ecoles de Metiers".

Recording Questionnaires returns and Responses.

(a) Tutors Questionnaire.

The Questionnaire for tutors of teacher training colleges had six free response questions, five four point scale questions and two suggestion questions.

Thirty five questionnaires were distributed in Brazzaville and twenty were mailed to Loubomo. Out of the thirty five questionnaires distributed to tutors of E.N.I. in Brazzaville and twenty one were returned. As for the twenty sent to Loubomo, fourteen were mailed back to the researchers. The questions which were looked at closely were questions 3.4,7,8,9,10,12, and 13.

Relating to the items seeking information whether the tutors have had primary school teaching experience, 9 (25%) tutors out of the(35) thirty five respondents had taught in primary schools at one time or another before they were transfered to teachers Training Colleges after a retraining in the High Institute of Education. Their years of service in primary schools ranged from four to seven.

The acquisition of teaching methodologies can only be imparted to trained teachers by experienced tutors who have themselves mastered these methodologies. It may then appear necessary for teachers trainees to have a sound knowledge and experience in primary methodologies so that they could teach demonstrative lessons and encourage their students to acquire necessary techniques for

teaching. Another advantage to have tutors knowledgeable in primary methodologies is that they can supervise students efficiently during their situational teaching practice. It is true that a higher level of compentence in teaching is basically achieved through a systematic study of foundation studies and pedagogic theory and practice. But a form of teacher education that is predominently controled by experienced practitioners, with little knowledge of or respect for educational theory, can be essentially sub-professional and can tend towards conserving traditional practices. It is thus more likely to reduce rather than increase a teacher's capacity to adapt successfully to rapidly changing conditions.

The fact that seventy-five (75%) per cent of the respondents used in this study had never had primary school teaching experience may have had negative effects in their performance as teacher trainers.

Reacting on the item related to the appreciation of the educational programmes of the teachers training colleges, 18 (85%) respondents from Brazzaville said that primary teacher training programmes were basically theoretical, leaving almost no room for a sound professional training giving emphasis on the acquisition by student teachers of basic methodological skills. 11 (78%) out of fourteen tutors from Loubomo responded that the training was both theoretical and practical.

The difference in views between the two teachers training colleges is due to the fact that the E.N.I. of Brazzaville offers only a one-year course. During that year of training, there are too many subjects covered. The reduced

time available for each subject leads to a superficial treatment of academic content and minimal attention is given to methodology. The E.N.I. of Loubomo offers a three-year programme. There is enough time to deal with every important aspect of the programme which is segmented into three steps.

Teacher training education, like many other professional schools such as those for engineers, advocates, doctors ..... should have a professional status. Such professional status might involve skills and knowledge, both theoretical and practical/ academic, general and professional. Too much emphasis on general/academic education can impede the professionalization of teacher education, as well as the lack of academic education can prevent the trainee from acquiring the necessary knowledge to solve problems in education with full competence. The professionalization of teacher education cannot only be fostered by the argument that general education acquired at a secondary school fully suffices for the performance of teaching. Basic pedagogical approaches to teaching acquired through a systematic and efficient training are still necessary to train good teachers despite their intellectual levels. Even if we presume that teachers are born, a good teacher may achieve better results if he can perfect his skills through a training course.

In this respect, the teacher training programme in Brazzaville which received students with a G.C.E. "A" level would have understood that the high intellectual level is not to be considered as

a prerequisite for a good teacher. An academically good person may not be a good teacher, and the inverse is also true. With what precedes, it would be necessary to give to those students entering the E.N.I. with a B.A.C. useful teaching skills and methodologies to enable them to enter the teaching profession with no great difficulties.
On the item seeking information whether the training received by student teachers could help them to cope easily with their teaching career,
18 (81%) tutors from Brazzaville responded that the training received by student teachers could not help them as serving teachers in primary schools.

9 (64%) respondents from Loubomo said that the training was satisfactory and could help student teachers to master their profession.

Almost all the tutors recognized that the E.N.I. training in Brazzaville was not satisfactory. Among the main weaknesses of that training, they mentioned the short duration of the programme which forced teachers to treat their subjects superficially as they were told to end their programmes for final examinations. This led to a focus on academic content rather than methodology. The student teachers were sent for teaching practice only at the end of the academic year, i.e. in May for two weeks. The brief time allocated to situational teaching practice did not allow student teachers to practice what they had learnt properly. There was a great number of students (10) to be supervised by a tutor. They could not teach all the subjects in classrooms where they were posted. The poor supervision was also recognized as a shortcoming of the E.N.I. programme in Brazzaville. The lack of relationship between primary teachers colleges programmes and primary schools syllabi was

also suggested as a handicap to trainee teachers to master primary school methods.

9 (42%) tutors from the E.N.I. B/ville stated that general education received by students in the secondary schools and the theoretical pedagogical preparation they were given at the teacher training college were sufficient to ensure that they were "well prepared" for their work. For them, teaching can be regarded as a matter of short term adaptation in the first period of school service during which the teacher has to try many methodologies he got from the college and select which ones can be adaptable to his classroom situation and his pupils. For the same group of teachers, there was no point in wasting too much time organizing situational teaching practice since trainees were matured enough and could do it themselves on graduation.

Another group of 6 (28%) tutors from Brazzaville thought that the E.N.I. training programme should ensure complete preparation for the performance of teaching duties so as to acquaint students with primary methodologies according to actual routine requirements, regardless of the future and their possible initiatives and irrespective of new tendencies in the development of the content and method of teaching. However, it is necessary to understand teaching practice as a component of teacher education which has its own independent significance; teacher behaviour, like educational attitudes and procedures, can be acquired only through specific training which cannot be replaced by other components even though it is unthinkable without them. As A.R. Thomson put it, the "Concern

in initial training is with the young teacher at the outset of his career. Our top priority must surely be to give him the best start we can. Our primary objective must be to equip him for the classroom situation he will meet on graduation*

The main concern of teachers training colleges should then be to supply student teachers with necessary skills and knowledge which could help them to start their career as professionals confident about what they do and capable of mastering day to day classroom activities and understanding problems which could happen in their fields.

* A.R. Thomson, "The Structure of the Teacher Education programme" in Education in Eastern Africa V, 2 1975. page 135.

On the weakness of the contents of E.N.I. programmes, 27(77%) tutors from Brazzaville and Loubomo agreed that the programmes of E.N.I. were not adapted and appropriate to the needs and aspirations/realities of our country. Very old books from E.N.I.s. in France are still used without meaningful adaptations or modifications.

15(43%) suggested that the programmes were not preparing student teachers to the teaching career.

13(62%) teachers from Brazzaville found that there were too many subjects to cover over a very short period of time.

Up to now, the E.N.I. in the Congo still use the programmes from the old system of training, without significant adaptations. These programmes which were initially developed for French students no longer make sense to Congolese students and society. This situation is mainly due to the fact that the development of primary school curricula has not reached a high level to allow a parallel development of E.N.I. curricula taking into account new needs and aspirations of the Congolese people. Nevertheless, new programmes for the teacher colleges are being developed by I.N.R.A.P. (Institut National de Recherches et a'Action Pedagogiques) our national curriculum centre and a specific stress is being put on the integration/inclusion in these programmes of the productive work and the teaching of our national languages. A first step has been made by defining the new profiles/outlines of a primary teacher, inspector, a school boy!

Tutors from Brazzaville and Loubomo pointed out weaknesses of the E.N.I. training programme. For them, the main weaknesses were the following:

1. E.N.I. educational programmes are inadapted to the realities and aspirations of the Congolese people.

2. They do not take into account the primary school syllabi.

3. There is an unequal allocation of time between theoretical and practical subjects.

4. There is no sound teaching practice in those colleges and primary teaching methodologies are almost never practised to speak of an effective professional training.

5. The lack of qualified and experienced tutors does not help student teachers in the acquisition of appropriate teaching methodologies.

6. The syllabus is too long for the one-year training programme of Brazzaville.

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1. Republique Populaire du Congo. Education: Perspectives et Priorities, U.E.S.C.O. 1982.

On the item dealing with the improvement of the organization of teaching practice and the time allocated to it through the year(s) of training, 13(62%) respondents from B/ville suggested that two third (2/3) of the available time for E.N.I. training be devoted to teaching practice and primary school methodologies and one third (1/3) be for theoretical and academic subjects/studies.

7(33%) said that the duration of the course be extended at least to four (4) terms to allow more time for the professional training of student teachers.

1(5%) tutor from B/ville said that the training in E.N.I. had to be basically theoretical and that students teachers had to find out which teaching methodology (ies) could be suitable for their classroom situation while being already posted as graduate teacher.

8(57%) tutors from Loubomo said that a term be devoted every year of study to situational teaching practice as an application of the methodologies they might be learning theoretically. Students teachers had to be posted in classrooms where they would be supervised by a qualified teacher and an E.N.I. tutor.

4(28%) suggested that the second year of the training programme and the first term of the third year be devoted to teaching practice and primary methods under the guidance of qualified primary school teachers and tutors from the E.N.I.

2(14%) said that trainee teachers had to be posted to primary schools as full-time teachers

where they had to teach together with qualified primary teachers for two years before going to the E.N.I. for courses in teaching methodologies and graduation examinations.

The analysis of the responses to this item lends great support to the inadequacy of the time devoted to teaching practice. If 62 per cent of the respondents in Brazzaville and 57 per cent of those Loubomo would like to see one term devoted to situational teaching by student teachers every year then there is something wrong with the present system.

(b) Ex-students questionnaire.

The questionnaire for ex-student teachers had four four-point scale questions, three free-response questions, one suggestion question. One hundred and twenty (120) questionnaires were distributed to serving primary school teachers in Brazzaville. Eighty three (69%) questionnaires which were looked at closely were questions 2-8.

Appreciating the E.N.I. syallabi, 45 (54%) sewing primary school teachers said that the training in E.N.I. was theoretical and did not give to trainee teachers any chance of practising teaching.

11(13%) responded that the training was academic and was educating intellectuals without effective knowledge and mastery of the profession they were intended for.

27(32%) asserted that the training was practical and gave to students the opportunity of assimilating teaching methodologies through effective teaching practice.

A total of 67 per cent of the respondents agreed that the training was weighed too heavily on theory with rather little emphasis on the practice of the profession. This had led the new serving teachers to feel incompletely prepared for the work they are performing now. Items 3 and 4 were seeking views on what could be considered as the weaknesses of E.N.I. programmes.

52 (62%) ex-students responded that the E.N.I. programme was too loaded: there were thirteen subjects covered. This was mostly remarkable for the one-year course programme of Brazzaville.

23(28%) said that there was no link between

the E.N.I. programmes and the syllabi in primary schools.

Respondents also pointed out what were the other weaknesses of the training in E.N.I. The more common weaknesses mentioned were:-

1. Syllabi in the E.N.I. of the Congo were mere carbon copy of French programmes. They are difficult for the level of trainee teachers (particularly those entering the colleges with a B.E.M.G.), and inappropriate for the realities and aspirations of the Congolese people.

2. These programmes did not take into account the primary school syllabi, what had led to a deterioration of the training of students in effective mastery of of methodological approaches for the teaching in primary schools.

3. The reduced time available for the training (specially for the one-year course in B/ville) leads to a superficial treatment of subjects contents.

4. The programmes concentrate on academic/ theoretical content to the unhappy neglect of the professional aspects of the training given to students.

5. Teaching practice is largely neglected (for the one-year course in Brazzaville): students are given almost no chance to practise teaching and be acquainted with some problems proper to classroom situations.

6. The competence of most of the tutors is questionable: some are posted to primary teacher training colleges either directly from the university, or from secondary schools. Their knowledge of appropriate primary methodologies is mainly theoretical. This is what makes them reluctant to teach demonstration lessons or to test the effectiveness of the methodologies they may be passing on to their students.

7. Some important subjects such as Agriculture, First-Aid practice are not given the required attention and are examined only through written theory papers though the practical approach to these subjects is what should be tested.

8. Colleges have no adequate library facilities, what limits students only to their tutors' lectures and does not creat a sense of inquiry trainees.

Answering to the item related to teaching practice time allocation, 31 (37%) respondents said that the time for teaching practice was sufficient to provide student teachers with teaching methodologies and professional exposure to the realities of the school and the classroom situation in which they would operate on qualification.

49 (59%) ex-students responded that the time allocated to teaching practice was not enough for the professional training of the aspiring teachers.

Inquiring whether the experience acquired during situational teaching practice helps them in their teaching career, 32 (38%) serving primary school teachers

responded positively to the question. 46 (55%) said that the teaching experience gained from the colleges did not help them in their professional life. Among the reasons they gave to support their view were:-

1. The short time available for the situational teaching practice did not allow them to try out several techniques enabling them to interact more logically with the learners.

2. The lack of sufficient qualified, experienced and motivated tutors resulting in a poor supervision of student teachers during the situational teaching practice.

3. The non-practice of primary school methodologies and the lack of relationship between the E.N.I. programmes and those in primary schools. For most student trainees, this lack of link between the content of college subjects and those of primary schools led to much loss of valuable time since they had to acquaint themselves with the primary school syllabus first before they could teach effectively and interact with learners.

Item seven (7) was seeking suggestions for the improvement of the organization of teaching practice in the Ecoles Normales. The following were the most common suggestions made by ex-students:-

1. The duration of the course to be extended to at least four (4) for the students entering the teacher training colleges with a B.A.C.

2. More time to be allocated to teaching practice and primary school methodologies (2/3 of the available time for the training).

3. Tutors knowledge in primary school methodologies should be more practical than theoretical to enable them to supervise teaching practice with more confidence.

4. Allow student teachers to practise their teaching in all the six standards of the primary school and in all the subjects.

5. Qualified and motivated primary school teachers should be chosen as cooperative teachers to help trainee teachers acquire teaching experience and methodologies.

6. A well-furnished library should be opened to students in every Teacher training college to help them read and complement their knowledge in any field of interest.

(c) E.N.I. Students questionnaire.

The questionnaire for trainee teachers had sixteen questions comprising five yes/no questions, seven four point scale questions, two free responses questions, two suggestion questions. Three hundred and fifty (350) questionnaires were distributed to student teachers in Brazzaville. Two hundred and fifty (250) questionnaires were mailed to Loubomo. Two hundred and thirty nine (239) from Brazzaville were returned to the researcher. Not a questionnaire was sent back to the researcher from Loubomo because at the time the questionnaire reached there, the principal of

the college and some tutors were in Brazzaville for a seminar. In addition, student teachers had left the college for teaching practice and revisions. Since the questionnaires sent to Loubomo could not be filled in because of the above mentioned reasons and due to the time constraints, the researcher was forced to base his investigations and conclusions only on data collected from the E.N.I. of Brazzaville.

The questions which were looked at closely were questions 2-12.

On the appreciation of the educational programme in the E.N.I., 158 (66%) student teachers responded that the educational programmes were not satisfactory. 80 (33%) said that the programmes were satisfactory.

Items 4 and 5 inquired about the weaknesses of the training programme in the Ecoles Normales des Institutems. 108 (45%) respondents mentioned that there were too many subjects covered. 92 (38%) responded that the training did not prepare the trainee teachers for the teaching career. 27(11%) said that the curricula in the E.N.I. were inappropriate to the needs of the Congolese people. 10 4%) said that the contents of the training programme were very difficult for the level of students.

If a teacher training programme is not relevant and appropriate to the society, the content too difficult for the level of students and the training does not prepare the teachers

for a career, then such a programme is unsuitable and should be subject to a serious revolution.

Student teachers pointed out many other weaknesses of the training. The ones which appears frequently were:-

1. E.N.I. syllabi are irrelevant to the Congolese society as it is geared on training primary school teachers along similar lines of those trained in French Ecoles Normales.

2. There are too many subjects taught, which led to a rather superficial handling of the subject matter.

3. The short period of time for training in the E.N.I. of Brazzaville is not enough to cover the content of subjects programmed.

4. The training is heavily theoretical taking more than two third of the available time and does not allow trainee teachers to practise their teaching while in the college.

5. The training does not take into account the primary school syllabi and teaching methodologies to help beginning and serving teachers to cope satisfactorily with primary school methodologies and their classroom situations.

6. The lack of teaching materials as well as a support library tends to leave the teachers and the student teachers with no back-up resources.

7. The lack of sufficient qualified, experienced and motivated tutors to ensure good supervision or guidance of students during the situational teaching practice.

Items 6 and 7 dealt with useful subjects to be eliminated from the curricula and useful ones to be added.

47 (19%) students suggested that some subjects such as the Marxist philosophy, secondary school Mathematics ..... were of no direct use for them as potential primary school teachers. The Mathematics they were taught had no relation with the one taught in primary schools. For these students, Algebrae had to be replaced by Arithmetic and the study of the Metric Systems which could help them to feel at ease in their classrooms.
On the other hand, practical subjects such as Agriculture, First-Aid practice were taught theoretically and could not be related to reality.
73 (30%) students said that subjects such as Physical Sciences, Natural Sciences should be included in the E.N.I. training course.
54 (22%) suggested that History and Geography, Civic Law should be taught in the E.N.I.
27 (11%) said that it was necessary to teach Lingala and Kikongo, our national languages to trainee teachers so that the latter be able to teach them to their pupils. Item 8 was concerned with whether the students were feeling well prepared to interpret primary school syllabi by the end of the training.

65 (27%) student teachers from Brazzaville responded that they were ready to teach primary school lessons without difficulties.

174 (73%) responded negatively to this question saying that they were not well-prepared for teaching. Among the reasons they gave to back their opinions, those appearing frequently were the following:-

1. E.N.I. programmes had no relation with those of the primary school.

2. The time allocated to the teaching practice - 2 weeks - was not enough and most of them did not teach more than three student days.

3. There was no help from most of their tutors to encourage them when preparing and presenting their lessons.

4. Most of the cooperative teachers they were teaching with were helpless and frequently walked out of their classes while trainee teachers were teaching and could not make significant suggestions or critiques for improvement.

5. The teaching approaches to certain subjects (History and Geography, Agriculture, Natural and Physical Sciences ...) have never been dealt with during the training.

When the responses to the item dealing with the time allocated to teaching practice per week were computed and analysed, almost all the students agreed that the time they were allowed to teach greatly depended on their tutors and foremost on the number of students their tutor had to supervise.

Some from large groups (8 to 12) said that they taught only five to seven hours the whole year of training.

188 (78%) of the respondents said that the time allocated to situational teaching practice was insufficient to claim to prepare professionally teachers capable of translating efficiently primary school syllabi.

50 (21%) said that the time devoted to teaching practice was enough to train primary school teachers.

Item 11 was concerned with what suggestions student teachers had for the improvement of the organization of the teaching practice.

The following were the most common suggestions given by student teachers to improve the organization of teaching practice in the teacher training colleges in the Congo.

1. To extend the duration of the training course in Brazzaville to at least four (4) terms.

2. To increase the time allocated to teaching methodologies and practice by devoting at least four months to situational teaching.

3. To post students to classrooms where they could be practicing their teaching under the guidance of a qualified and efficient primary school teacher and an experienced tutor.

4. To provide competent and sufficient tutors capable of supervising students during their teaching practice, and increase the number of pilot schools.

5. To provide teaching aids and facilties and initiate student teachers to their use in classroom situations.

6. To limit the number of students per supervision to ensure an effective and efficient guidance and feed-back system for trainees and students.

7. To encourage team teaching and/or cooperative teaching for a good acquisition of teaching methodologies.

When the items seeking reaction from student teachers on their appreciation and evaluation of the training in E.N.I. was computed and analysed, 157 (65%) of the responding trainee teachers said that the training in E.N.I. was basically theoretical and offered the students few chances of practising teaching.

49 (20%) responded that the training was academic and was training pure intellectuals without effective knowledge of the profession they were intended for.

33 (14%) said that the training was both theoretical and practiced. Here too there is loud evidence supported by the reaction of 85 per cent of the respondents of this item that the training was basically academic and heavily theoretical. The rather indifferent attention given to the practical component of the training course deprives it of the essential nerves.

(d) Recording views from E.N.I. principals.

As stated above (see chapter 2), the E.N.I. principals of Loubomo and Brazzaville were interviewed with the purpose of recording their opinions about the main issues of this survey: the deficiencies in the existing content of primary teachers education, the relevance, efficiency and effectiveness of the training, the organization of teaching practice and time allocated to it.

A structured interview was prepared with five questions.

On the defficiencies in the existing content of teachers education, the two principals said that the contents of the E.N.I. programmes were secondary orientated with practically no emphasis on the teaching skills acquisition by trainee teachers. They added that the lack of relation between the primary school syllabi and those of Ecoles Normales constituted one of the major weaknesses of the programme: the student teachers are not given a chance to practise primary school methodologies while in the training colleges and they have first to be acquainted with them on graduation before starting teaching effectively.

Reacting on the relevance of the training to the Congolese society, the principals said that the syllabi in the E.NI. were not relevant to the needs and aspirations of the present society. They commended that these syllabi were developed for French Ecoles Normales and were not modified or adapted.

Answering the question on the effectiveness of the training offered in E.N.I, both the principal of Loubomo and that of Brazzaville agreed that the fact of having T.T.C. tutors posted directly from the university or from secondary schools was followed by a lack of practical emphasis of the training. Those tutors without primary school teaching experience almost never test the methodologies they were imparting into their students and were reluctant to teach demonstrative lessons. One may learn how to teach by being well taught, the Brazzaville principal commented. So, graduate tutors with teacher education plus primary school teaching experience were said to be prefered because they have both theory and practical experience, though they had also pointed out that someone might be good academically but may lack primary school experience and methods.

Relating to the item seeking information whether the teaching was efficient, the principal of Brazzaville said that the training was not attaining its goals, if there were any because it was training teachers without a professional experience on what they were intended for. The short period of the training - one-year - the number of subjects covered, and the place of the practical training could not allow trainee teachers to master the primary school methodologies. The principal also added that student teachers were not well prepared to face the teaching profession.

The principal of Loubomo asserted that the E.N.I. training programme was efficient and was producing teachers conversant in both the practical

and theoretical teaching methodologies. He commented that students were given opportunities to be in touch with classroom situation through a gradual teaching practice starting from the presentation of one lesson to the control of a whole classroom for a day and so on.

On the organization of teaching practice and time allocated to it, both principals mentioned that the teaching practice was organized under the supervision of a tutor from E.N.I., and a qualified primary school teacher. Students are posted to pilot schools and smaller groups are assigned to classrooms. The qualified teacher and the E.N.I. tutor plan the teaching practice time table and students are given lessons to prepare and teach. At the end of the day, a discussion on the presented lessons is held as everyone in the team take notes and has to contribute to the discussion, pointing out mistakes and the like - for the sake of improving their methodologies.

The principal of Brazzaville said that the time allocated to teaching practice was very short: two weeks throughout the whole year of training could not make of trainee teachers good qualified teachers. The principal of Loubomo said that the time allocated to teaching practice was enough and that average students could be able to get what he needed for his teaching career.

On the improvement of the training in teachers training colleges including the teaching practice for a better professional preparation, the following suggestions were given by all the two principals:-

i. Extend the duration of the training to at least four (4) terms for students entering the E.N.I. with a Baccalaureat.

ii. Increase the time allocated to teaching practice and methodologies, allowing (2/3) two thirds of the available time to them and (1/3) one third to theory.

iii. Provide qualified and experienced tutors, capable of supervising students efficiently during the teaching practice and help with the acquisition of teaching methodologies.

iv. Establish a link between primary school syllabi and those in teachers training colleges and allow students to practise these methodologies while in the college.

v. Elaborate other syllabi which would be relevant to the society and the learners themselves.

vi. Provide teaching materials and teaching aids and initiate students to their production or/and use.

vii. Provide a well-furnished library to serve as support materials for students learning.

viii. Chose qualified and motivated primary school teachers as cooperative teachers to help trainee teachers acquire teaching experience and methodologies.

ix. Increase the number of pilot schools to reduce the ratio students/tutor during the situational teaching practice.

(e) Recording Inspectors views on the performance of primary school teachers.

The primary school inspectors from the five inspectorates in Brazzaville were originally intended to be interviewed for their opinions on the performances of E.N.I. ex-students serving as qualified primary school teachers, and what they thought could be done to improve the quality of primary school teachers. Four (4) inspectors out of the five (5) were interviewed, which gave 80 per cent of the total target population sample.

Relating to the question whether newly graduate teachers from E.N.I. were teaching satisfactorily, one (25%) said that the performance of these teachers was good.

Three (75%) mentioned that the teaching of new graduates were poor during the first year of their career and one has to wait at least for two years to notice remarkable improvements in his techniques. They also said that some teachers can have good lesson plans, but their apparent major problem was the transmission or the ability to make themselves understood by people of lower intellectual levels.

Reacting to the questions related to the skills primary teachers must get from the college, the inspectors (all of them) agreed that any teacher must acquire basic methodological approaches to the teaching of primary school lessons. Here, they said, a sound teaching practice was necessary to ensure that the student teachers have mastered what could

be considered as the foundation of their career, on which they have the responsibility of building up their own experience.

On the improvement of the quality of primary school teachers, all the inspectors recognized the necessity of focussing the training on practical aspects and the acquisition of teaching methodologies, related to primary school. For all of them (75%), the Baccalaureat - on a high intellectual level - must not be a reason to keep the training duration very short. Trainee teachers need long period of professional training, to claim to be actual professionals. For them too, the duration of the course in the E.N.I. of Brazzaville had to be extended to two years.

One (25%) of the inspectors said that what was important for the training of primary teachers was not the practical acquisition of a limited number of methodologies, but the impartment of a large variety of theoretical methodologies, and leave the students free on graduation to practise what may be adaptable to their classroom situations. He considered it a waste of time to organize teaching practice during which tutors tended to force students to teach the way they wanted them to.

CHAPTER FOUR

FINDINGS, CONCLUSIONS AND RECOMMENDATION

Teaching undeniably involves a certain degree of teaching skills, without which an experienced teacher cannot get along, and which must be deliberately formed in the course of his preparation. With this in view the primary teacher training college ought to impart to trainess teachers specific skills and knowledge which could help him cope easily with their teaching career. Such skills, activities or knowledge might include the teacher's conduct, the organization of his ability to hold attention, maintain discipline and assess his pupils, as well as his ability to use modern teaching aids and adapt to new changes.

It was felt by the researcher that Primary Teachers training in the People's Republic of the Congo was heavily laid on theorical studies, neglecting the practical side which ought to be the main focus of the training for an appropriate acquisition of teaching methodologies and skills for one to be called a teacher. Hence, trainee teachers might not have been trained properly for teaching in primary schools. This study was conducted to examine the structure and organisation of teaching practice in the Primary Teachers training colleges in the People's Republic of the Congo. It was intended to look closely at the following: the deficiencies in the existing content of teachers education, the relevance, efficiency and effectiveness of the training in relation to the general goals of education at the primary level, the present organisation of teaching practice and the way the available time for the teaching practice is used, and to make recommendations on how to improve the present content of ENI education, what should be the training received by ENI tutors, and on how to organize teaching practice for a better quality of teachers.

The target population for the study were (i) ENI tutors, (ii) ENI student teachers, (iii) ENI principals, (iv) ENI ex-students serving as qualified primary school teachers, (v) primary school inspectors. Two teachers training Colleges were used out of a total of three. The colleges were Brazzaville and Loubomo. The two colleges had 610 and 605 students, 44 and 40 tutors respectively. 600 students were sampled for both Brazzaville (350) and Loubomo (250) and only 239 questionnaires were returned to the researcher because those sent to Loubomo could not be answered. At that period, students had left the college for teaching practice and revisions. So, it was only views of students from Brazzaville which were used in the analysis.

55 (62.5%) tutors of the sampled target population were used and 35 questionnaires (63%) were used in the analysis. A random selection of 120 ex-students posted in Brazzaville was made and 83 (69%) questionnaires were returned and analysed. Five primary school inspectors in Brazzaville to be interviewed but the researcher could meet only four of them, the fifth one being on a seminar outside the country.

The design of the research was "survey research" based on people's opinion. Three questionnaires - one for T.T.C tutors, a second for T.T.C students and the third one for T.T.C ex-student - and structured interviews as well as documents from the Ministry of National Education were used as research instruments. The questionnaires were designed by the researcher with reference to ACO (African Curriculum Organisation) ex-students project works and other sources. All the questionnaires were manually analysed by the reseacher and the calculations were done with the help of a hand electronic calculator.

1. Findings emerging from analysis of data

(a) ENI tutors and Principals

The following were the major responses and suggestions by Teachers training Colleges tutors and principals:

i) The teachers training colleges syllabi were a mere carbon copy of those of secondary schools, and of French Ecoles Normales.

ii) There were too many subjects to cover

iii) The ENI educational programmes did not take into account the primary school syllabi.

iv) Unequal allocation of time between theoretical and practical sybjects (very pronounced for Brazzaville).

(v) Need for a sound teaching practice in those colleges for an effectice professional training.

(vi) ENI tutors to be experienced and knowledgeable in primary school methodologies to help students acquire appropriate teaching skills.

vii) Two third of the available time for ENI training to be devoted to teaching practice and primary school methodologies.

viii) The training was not equipping student teachers with professional skills.

ix) Duration of training in Brazzaville to be extended to four (4) terms.

x) Well-furnished library and relevant materials to be supplied to colleges.

xi) Special practical training in Agriculture, handicrafts... to be imparted to tutors.

b). Student-teachers and Ex-student teachers

The following responses and suggestions were given by student-teachers and ex-student teachers of the Teacher Training Colleges.

i) Programmes were copies of French syllabi and secondary schools ones, and inappropriate to the aspirations of the Congolese people.

ii) They did not have any relation with primary school syllabi, what had led to a deterioration of the training of students in effective mastery of methodological approaches for primary school teaching.

iii) The programme was concentrated on academic theoretical work to the neglect of professional aspects and teaching practice (mainly for the one-year course in Brazzaville).

iv) Tutors' knowledge of appropriate primary schools methodologies mainly theoretical.

v) Important practical subjects - Agriculture and first-aid practice - taught theoretically.

vi) Adequate library facilities to be provided in college.

vii) Time for teaching practice not sufficient to provide student - teachers with teaching methodologies and professional response to the realities of the school.

viii) Students teachers not prepared for teaching and not ready to teach properly on graduation.

ix) Duration of the training course for the one-year programme to be extended to at least four (4) terms.

x) Tutors knowledge in primary school methods to be more practical than theoretical.

xi) Useless subjects to be eliminated from the training programme and useful ones to be included.

xii) Team teaching to be encouraged for a good acquisition of teaching methodologies.

xiii) The syllabus was too long for the one-year course.

xiv) Organization of teaching practice was under the control of inexperienced tutor, and unqualified primary school teachers.

C. Inspectors

The following responses and suggestions were given by four primary school inspectors in Brazzaville.

i) Teaching experience of newly graduate school teachers was very poor during the first year of their career.

ii) Primary teachers had theoretical methodologial approaches they could not put into practice to translate what they knew to their pupils.

iii) Teachers had to acquire basic methodological approaches to lessons from the Teachers Training Colleges.

iv) The ENI training had to be focussed on teaching practice dependless of the intellectual level of the candidate on entering the college.

v) Duration of the training course in Brazzaville to be extended to two years.

vi) More time to be devoted to teaching practice in the college.

2. Conclusions based on findings

The Primary Teachers Training Education was unsatisfactory in almost all teachers training colleges at the time the research was conducted because of the following reasons:

i) The syllabi used were not relevant to the society and the learners.

ii) The short period of time devoted to the training resulted in superficial treatment of the content, giving no emphasis on the professional training.

iii) The lack of relation between T.T.C programmes and primary school syllabi contributed to irrelevant training of people, without actual knowledge of the work awaiting them on graduation.

iv) The lack of qualified and experienced tutors conversant in primary school methodologies.

v) The syllabi were too long for the one-year training course and there were too many subjects covered.

vi) The lack of effective teaching practice due to the insufficient number of experienced tutors and good collaboration between tutors, students and qualified primary teachers.

vii) All the Teachers Training Colleges lacked adequate library facilities and other instructional materials.

RECOMMENDATIONS

The role of the teacher is basically that of promoting effective learning in children accross a broad range of subjects. In order that this role can be accomplished, the teacher during his training must be equipped with the necessary academic background, and foremost, with a variety of teaching skills and techniques relevant to his actual situation after graduation, and the ability to devise learning situations and opportunities suitable for his pupils'

For effective learning outcomes to be achieved, teachers and learners ought to have a balanced teaching and feedback system where the teachers are competent in their subject areas and where the learners being less knowledgeable are fully involved in the learning process. The real extent of the teachers' competence can only be seen in the classroom where he can operate effectively. The researcher recommends that:

i) The content of primary Teachers training college be changed and adapted to the aspirations and realities of the country.

ii) The balance between the academic work and the methodology work covered in each subject should be determined so that the syllabi reflect a training programme which is designed to produce an effective teacher of the subject rather than an academic expert.

iii) Teachers training colleges programmes should reflect the fact that two third ($\frac{2}{3}$) of the work is on teaching practice and methodologies and only one third ($\frac{1}{3}$) is an academic work.

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1. Ministere de l'Education Nationale, Ecole du Peuple, 1976

iv) The number of subjects taken by students in colleges should be reduced by eliminating useless subjects having no direct relevance for the professional training and by devising a system of compulsory core subjects together with a number of optional subjects.

v) The duration of the course should be extended at least to four terms or two years for candidates entering the Ecoles Normales with a Baccalaureat.

vi) The Tutors knowledge especially in the area of methodology and supervision of students during teaching practice should be up-dated, and practical knowledge of agricultural and first-aid practices, handicraft... should be imparted to them so that they transmit these knowledge to student teachers for use in their schools on graduation.

viii) Library facilities should be provided and students should be encouraged to make use of the library as a source of information.

CHAPTER FOUR (Continued)

Issues for further Research

The attention in this study was focussed on the quality of primary school teachers in the achievement of good learning outcomes. Efficiency in teaching is the main quality of a good teacher as viewed by most students/pupils. In other words, a teacher may be judged through the performances of his pupils or students at examinations, though we know that this is not a valid criterion for a good teacher since, as we said earlier, a poor teacher can drill his pupils on a specific section of the programme from which most examination questions are set if this particular teacher is the examiner.

The performances of pupils at examinations are related to several factors such as the type of curriculum and its relevance to the society and the learner, the attitude of the pupils, the schools' infrastructures, instructional materials available, the quality of teachers, the political policy ... the limited time allowed to this study made it impossible to evaluate and assess the role of each of these factors in influencing the performances of students/pupils in the learning processes.

The researcher recommends that these issues be thoroughly examined and solutions found to these problems that influence student performance in the Republic of Congo.

APPENDIX I

MINISTERE DE L'EDUCATION NATIONAL
INSTITUT NATIONAL DE RECHERCHE ET D'ACTION PEDAGOGIQUES
SERVICE DE LA REFORME PEDAGOGIQUES
DIVISION DES SCIENCE PEDAGOGIQUES

REPUBLIQUE POPULAIRE DU CONGO
Travail -Democratie-Paix

QUESTIONNAIRE ANONYME AUX ETUDIANTS DES E.N.I

QUESTIONS:

1%-Aimex-vous le metier d'enseignant?

OUI NON POURQUOI?

2%-Comment trouvez-vous des programmes of 'enseignement a l'E.N.I?

a) tres satisfaisant
b) satisfaisant
c) peu satisfaisant
d) pas du tout satisfaisant.

3%-Quelle serait votre appreciation du contenu des programmes.

a) tres satisfaisant
b) satisfaisant
c) peu satisfaisant
d) autres appreciations.

4%-Quel sont les faiblesses que vous aux contenus des programmes reprochez ole formuler ou les ENI?

a) ils sont trop charges
b) ils sont trop difficiles
c) ils sont inadat's aux besoins du pays.
d) ils snotnous preparent a'l'enseignement.

5%-Quels autres critiques pouvez-vous formuler contre le contenu de ces programmes?

6%-Southaiteriez-vous voir

a) ajouter des matieres pour votre formation professionnelle? Oui lesquelles?
b) enlever des disciplines qui seraient inutiles ou encombrantes? oui lesquelles? non

7°- Par rapport aux programmes de formation a'l'E.N.I. pensez-vous etre capables d'interpreter efficacement les programmes scolaires du niveau primaire?

Oui Non Pourquoi?

x Comment 5 orgenisent les stages en situation?

8°- Combien de temps enseignez-vous par semaine dans le cadre des stages?

9°- Comment trouvez-vous ce volume horaire?

a) tres suffisant
b) suffisant
c) insuffisant.

10°-Que pourriez -vous suggerer pour ameliorer l'organisation des stages?

11°-La formation a' l'ENI est:

a) theorique et donne tres peu de chance de pratique de l'enseignement aux etudiants;
b) academique et forme des intellectuels sans connaissance effective du metier pour laquel ils sont destines.
c) Practique et offre aux etudiants la possibilite d'assimiler des techniques d'enseignement.
d) autres suggestions.

* Que perst-on faie pour ametion l'organise de la formation pratique a l'ENE.

12°-Avec le volume haraire aloue a vos stages en situation, vous sentez-vous bien prepares pour maitriser une classe?

oui O Non.

13°-L'ENI vous prepare a' la vois a l'acquisition des connaisances methodologiques et academiques en vue de l'enseignement a l'ecole primaire.

oui Non

14°-Les stages devraient permettre a' tous les etudiants de mettre en pratique leurs connaissance theoriques et de s'adapter le plus possible auz elevens. Les efforts de vos encadreurs pour votre preparation a' l'enseignement peuvent etre apprecies comme:

a) mauvais
b) assez bien
c) bon
d) tres bon.

Appendix II

MINISTERE DE L'EDUCATION NATIONALE
INSTITUT NATIONAL DE RECHERCHE ET D'ACTION PEDAGOGIQUES
SERVICE DE LA REFORME PADAGOGIQUES
DIVISION DES SCIENCES PADAGOGIQUES

REPUBLIQUE POPULAIRE DU CONGO
Travail Democratie Paix

QUESTIONNAIRE POUR LES ANCIENS ETUDIANTS DES E.N.I.

1°- Depuis combien de temps enseignez- vous?

2°- Comment aviez-vous prouve le contenu des progammes a L'ENI?

(a) tres satisfaisant
(b) satisfaisant
(c) non adapte aux realites pratiques de notre pays.
(d) ne prepare pas les etudiants au metier d'enseignant.

3°- Quels inconvenients reprochez-vous a ces contenus?

(a) Ils sont tres charges
(b) Ils sont difficiles pour le niveau des etudiants.
(c) il n'ya aucun rapport entre les programmes de l'ENI et ceux du cycle fondamental 1er degre.

4°- Quels autres critiques pouvez-vous formauler contre le contenu de ces programmes?

5°- Comment aviez-vous trouve le volume haroire aloue aux stages a l'ENI

(a) tres suffisant
(b) suffisant
(c) insuffisant.

6°- L'experience acquise pendant les stages vous aide-t-elle dans votre travail quotidien d'enseignant?

oui non pourquoi?

Appendix II

7?- Que pourrieez-vous suggerer pour ameliorer l'organisation des stages?

8?- Quel peut etre votre jugement de la formation de l'ENI?

(a) Il set theorique et donne tres peu de chance de pratique de l'enseignement aux etudiants;

(b) Il est academique et forme des intellectiels sans connaissance et maltrise effectives du metier pour lequel ils sont destines.;

(c) Il est practique et offre 'etudiants la possiblite' d'assimiler des techniques d'enseignement.

autres jugements.

MINISTERE DE L'EDUCATION NATIONALE
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SERVICE DE LA REFORME PEDAGOGIQUE
DIVSION DES SCIENCES PEDAGOGIQUES

REPUBLIQUE POPULAIRE DU CONGO
Travail - Democratie - Paix

QUESTIONNAIRE ANONYME AUX ENSEIGNANTS DES E.N.I.

1%- Depuis combien de temps enseignez-vous dans les ENI?

2%- Aviez-vous enseigne dans d'autres 'etablisements avant de venir a l'ENI? lesquels.

3%- Avez-vous une experience d'enseignement au fondamental 1er degre?

OUI - NON

4%- Comment trouvez-vous les programmes d'enseignement a l'ENI?

(a)- Theorique
(b) academique
(c) pratique
(d) theorique et pratique

5%- Arrivez-vous a achever vos programmes avant la fin de l'annee?

OUI -NON

6%- Quelles sont les causes eventuelles du non achevement de vos programmes?

(a) Longueur des programmes
(b) 'ecourtement de l'annee scolaire
(c) niveau des eleves
(d) competence des prorusseurs.

7%- Pensez-vous que la formation donnee aux etudiants leur permette d'aborder sans peine la metier d'enseignant?

OUI - NON Pourquoi?

Appendix III

8?- Quelles sont les faiblesses que vous reprochez aux programmes de formation dans les ENI?

(a) Ils sont trop charges
(b) ils sont difficiles pour le niveau des etudiants;
(c) ils sont insdaptes aux besoins et aux realites de notre nouvelle societe;
(d) ils ne preparent pas les etudiants a l'snseignement.

9?- Quelles autres critiques pouvez-vous formuler contre ces programmes?

10?- Comment s'organisent les stages de vos etudaints?

(a) sous kla supervision d'un encadreur
(b) sous la supervision du maitre titulaire charge de la classe;
(c)- l'etudiant est affecte darsune classe ou il enseigne a plein temps.
(d) autres methodes.

11- Quelques taches principapes des encadreurs pedagogiques sont (a) guider et orienter (b) motiver (c) organiser (d) evaluer. Comment faites-vous pour aider vos etudiants dans l'acquisition des connaissances pratiques de l'enseignement?

12?- Que peut-on faire pour ameliorer l'organistion de la formation pratique (stages) dans les ENI?

(1) Cycle de 3 ans.

(a)- Consacrer un trimestre chaque annee d'etudes aux stages de situation ou les etudiants seraient affectes darsune classe sous l'orientation du maitre titulaire et d'un encadreur de l'ENI

Appendix III

(b)- Consacrer la deuxieme annee des ENI et le premier trimestre de la troisieme annee a la pratique de l'enseignement sous la supervision des professeurs des ENI;

(c)- Intergrer completement les etudiants des ENI dans les ecoles primaires ou ils enseignament alternativement avec des maitres titulaires pendant deux ans avant de repartir les ENI pour des seminaires methodologiques et l'examen de titularisation.

(d)- autres suggestions

2°)- Cycle d'un an.

(a)- Consacrer l'annee de formation a des stages pratiques (2/5 du temps) et l'enseignement theorique et academique (1/3 du temps)

(b)- etendre la dnree de formation a au moins quatre (4) trimestres.

(c) Axer la formation sur des connaissances theoriques, laissant aux etudiants la lattitude d'acquerir des methods d'enseignement sur le terrain.

13- Autres suggestions.

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